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ABSTRACT

In spring 1986, a study was conducted by Lakeland Community College (Ohio) to determine whether community colleges were anticipating a substantial faculty turnover, what minimum and desired qualifications were being used to fill full-time faculty positions, and the importance of selected educational and vocational experiences for technical and transfer faculty. From a random sample of 124 colleges, survey responses were returned by 54% (N=67). Study findings included the following: (1) nearly half of the respondents anticipated substantial faculty turnover, with one-fifth of the institutions indicating that they were expecting vacancies of at least 20%; (2) respondents indicated that they would not fully staff present faculty positions, with a typical college employing 72 full-time faculty expecting to lose eight faculty members and hire just over six in the next 4 years; (3) faculty attrition was evenly distributed across the curriculum, with replacement positions showing a slight shift away from the liberal arts and mathematics, science, and health in favor of business and engineering; (4) fewer than 20% of the respondents recognized high school teaching as satisfying even the minimum experience qualifications; (5) more than 92% listed a master's degree as the minimum educational qualification for teaching transfer courses, and 5% required a doctoral degree for teaching in English and the social sciences; (6) 61% listed a master's degree as a required qualification for teaching in engineering technologies; and (7) nearly two-thirds of the respondents indicated they desired faculty with community college teaching experience. The survey instrument, a list of respondents, and survey response data are included. (RO)

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RESHAPING AMERICA'S COMMUNITY COLLEGES THROUGH NEW FACULTY HIRING PRACTICES

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July 1986

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RESHAPING AMERICA'S COMMUNITY COLLEGES THROUGH NEW FACULTY HIRING PRACTICES

James L. Catanzaro and Daniel D. Savage
July, 1986

Many of America's community colleges developed during the 1960's in response to an exploding demand for postsecondary education. The explosion was occasioned by a swelling of the college-age population which coincided with the emergence of the pervasive view that a college education is essential to success in life for people of virtually all ages, backgrounds and ambitions.

Community colleges in the 60's were required to hire large numbers of faculty as a result. Since the stress was on dedication to students and teaching over distinction in a discipline and research, most community colleges found their best applicant pool to be the ranks of high school teachers. The result was the development of a corps of instructors, often with bachelor's degrees in their teaching disciplines and advance degrees in education, uniformly committed to the centrality of the student learner.

Twenty years later the picture is quite different. Enrollments are on the decline. Many of those who shaped the community college movement are retiring. Readily available is an overflowing, highly educated applicant pool of people fully prepared for the university professoriate, many with experience in community colleges as well.

In Spring 1986, we conducted a study of sixty-one two-year colleges nationwide to find out whether these schools are continuing traditional community college hiring practices (from high schools) or are accessing the university applicant pool. In addition, we were interested in learning whether any important shifts were occurring, perhaps from the liberal arts which were so

popular in the 60's to career preparation fields so talked about today. We hypothesized that many community colleges are beginning to anticipate significant rates of faculty attrition since most institutions are fifteen to twenty years away from their principal development period. With a growing number of faculty at or near retirement age, compounded by the proliferation of early retirement programs, we expected to find institutions planning for substantial faculty turnover.

The study in part confirmed this hypothesis. While full-time faculty vacancies between 1986 and 1990 are anticipated to average a modest 10.8% overall, nearly half of the surveyed institutions look forward to very consequential faculty turnover, some as high as a third. Indeed, one-fifth of the institutions surveyed indicated that they are anticipating vacancies of at least 20%. Obviously a number of institutions will remain stable during this time as well.

In addition to estimating expected vacancies, respondents were asked to specify disciplines in which faculty openings were likely to occur and to estimate the number of positions which will be filled, again by discipline. In general, the respondents indicated that they would not fully staff present faculty positions. A typical college with 72 full-time faculty expected to lose eight and hire just six over the next four years.

Curiously, faculty attrition was evenly distributed across the curriculum: 37% in the liberal arts; 31% in math, science, and health; and 32% in business and engineering technologies. Replacement positions indicated a slight shift away from the liberal arts (36%), and math, science, and health (30%) in favor of business and engineering (34%).

Most important, the study sought to profile the replacement faculty who would make up the "second generation" of community college teachers. The study

confirmed that community colleges are indeed turning to the university applicant pool. Some two-year colleges are even listing the doctoral degree as "preferred." More to the point, recruitment from the ranks of high school teachers has virtually ceased. Fewer than 20% of the respondents recognize high school teaching as satisfying even the minimum experience qualification. At the same time, there continues to be little interest in recruiting persons with scholarly credentials as community colleges still look for people whose primary interest is teaching rather than research and publication.

As was expected, a clear differentiation of qualifications for career (technical) versus pre-baccalaureate (transfer) faculty emerged, particularly related to educational background. A master's degree is now seen as the union card for teaching transfer courses. More than 92% of the institutions listed a master's degree as the "minimum" educational qualification, and five percent require a doctoral degree in English and the social sciences. Moreover, a master's degree in one's discipline was the highest rated qualification on a list of job qualifications which the respondent was asked to rank on a scale of 1 to 10, "1" representing "not important" and "10" representing "very important." A master's degree in one's discipline was rated 9.6 overall. In addition, an earned doctorate was rated as "important" by two-thirds of the institutions, with more than one-third of the respondents giving an earned doctorate an 8 or higher rating.

Educational background was far less important for career program faculty. A master's degree was only listed as a required qualification for engineering technologies by 61% of the respondents. For business management and nursing, on the other hand, the requirement for a master's degree was higher, 89% and 79% respectively, but still well behind traditional transfer fields. Experience is apparently considered more consequential in career fields.

While community colleges now search for those who could also teach in four-year colleges and universities, they part company with senior institutions not only through a nearly complete disregard for scholarly achievement, but also through a decided preference for those with exposure to the community college. Nearly two-thirds of the institutions said they wanted faculty with community college teaching experience.

Whatever the field, the study showed that two-year colleges will continue to look for dedicated teachers. "Evidence of student orientation" was rated as "very important," scoring 8.3 on the 10-point scale for both transfer and technical faculty. "Willingness to work on committees" ranked quite high as well, scoring 6.8. In the case of technical faculty, "willingness to work on committees" was rated more highly than a "master's degree in one's discipline" and even "college teaching experience."

As many of America's community colleges enter their second generation, they have begun to conform to some of the hiring norms of other institutions of higher education. Nevertheless, they continue to be committed to the primacy of teaching. Thus they are centering their search efforts on full- and part-time community college faculty rather than teachers in the public highs schools, the four-year college professoriate and graduate students. The new complexion of the faculty at community colleges may change these institutions. On the other hand, these new recruits may themselves be changed as they are acculturated further into the norms and values for the two-year college movement. In any case, they will come to their classes somewhat better prepared academically and likely with a view that they are teachers in a college rather than grades 13 and 14.

RESHAPING AMERICA'S COMMUNITY COLLEGES
THROUGH NEW FACULTY HIRING PRACTICES

TECHNICAL NOTES

The sample for this survey consisted of 124 randomly selected colleges (see Appendix A) offering a two-year degree as its highest offering as listed in the Higher Education Directory: 1986. The questionnaire (see Appendix B) was mailed in May, 1986 with the request that it be completed by the chief academic officer. 67 questionnaires were returned for a 54 percent response.

Results of the survey are shown below.

1. Minimum qualifications

	English	Science Math	Social Science	Business Admin	Nursing	Engineer Tech	Data Process
education							
doctoral degree	3	0	3	1	1	2	3
master's degree	58	61	57	56	44	35	35
bachelor's degree	3	4	1	6	9	18	20
other degree	1	1	1	3	3	4	4
teaching experience							
high school	12	13	12	10	5	7	7
college	14	13	13	13	9	9	12
community college	10	10	9	9	10	7	7
no teaching	24	24	23	26	30	29	31
research/publications							
none	53	53	51	52	48	45	49
some evidence	0	0	1	0	0	0	0
extensive evidence	0	0	0	0	0	0	0

2. Desired qualifications

	English	Science Math	Social Science	Business Admin	Nursing	Engineer Tech	Data Process
education							
doctoral degree	19	21	21	11	3	7	6
master's degree	41	39	37	47	51	45	46
bachelor's degree	3	6	2	6	3	6	8
other degree	0	0	0	0	0	0	0
teaching experience							
high school	1	1	1	1	1	1	1
college	21	24	22	22	20	18	21
community college	39	35	36	36	35	34	35
no teaching	2	2	2	2	2	2	2

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research/publications							
none	30	29	29	32	34	29	32
some evidence	23	24	23	20	15	17	16
extensive evidence	0	2	0	1	1	1	1

3. Mean Scores (1 = not important, 10 = very important)

Value	Technical/ Vocational	General	Transfer Education
Bachelor's in discipline	8.39		8.15
Masters in discipline	6.77		9.62
Publications in discipline	2.48		3.39
College teaching experience	5.68		6.91
Earned doctorate	2.77		5.45
Evidence of student orientation	8.12		8.32
Community college experience	6.38		6.57
High school teaching experience	3.59		3.60
Willingness to work on committees	6.83		6.81

4. Number of full-time faculty as of May, 1986

mean = 94.66
mode = 40.0
median = 71.5

4A. Mean Expected Vacancies 1986-1990 and Replacements

Discipline	Vacancies	Replacements
Humanities	2.21	1.96
Social Sciences	1.63	1.29
Math/Science	1.57	1.49
Business/Data Processing	1.80	1.55
Applied Health	1.56	1.24
Engineering Technology	1.48	1.48

APPENDIX A: FACULTY SURVEY LIST

Faculty Survey, May, 1986
N= 124
file: diskette 8#15

Colleges selected randomly from
Higher Education Directory, 1986
Chief Instructional Officers

Dr. Charles A. Farrow, Dean of Instruction
Alexander City State Junior College, Alexander, AL 35910-0699
Dr. Virgil G. Warren, Dean of Instruction
Jefferson Davis State Junior College, Brewton, AL 36427
Dr. Glenn L. Maze, Dean of Instruction
Snead State Junior College, Boaz, AL 35957
Dr. James E. West, Dean Academic Affairs
Walker College, Jasper, AL 35501
Dr. Charles Cunning, Vice President Instructional Services
Central Arizona College, Coolidge, AZ 85228
Mr. Donald D. Hiserodt, Dean of Instructional Support Services
Yavapai College, Prescott, AZ 86301
Dr. Karen A. Wells, Dean for Academic Affairs
Mississippi County Community College, Blytheville, AR 72316-1109
Dr. Frances M. Conn, Vice President Instruction
Allan Hancock College, Santa Maria, CA 93454
Dr. Edward M. Tronaas, Vice President/Dean of Instruction
Citrus College, Azusa, CA 91740-1899
Mr. Raymond D. Liedlich, Dean of Instruction
Columbia College, Columbia, CA 95310
Dr. Bernadine Chuck Fong, Dean of Instruction
Foothill College, Los Altos Hills, CA 94022
Dr. James Walker, Vice President Academic Services
Imperial Valley College, Imperial, CA 92251-0158
Dr. Edwin A. Young, Vice President Academic Affairs
Los Angeles Valley College, Van Nuys, CA 91401-4096
Dr. Fred Robinson, Director of Education
National Technical Schools, Los Angeles, CA 90037
Dr. Wise Allen, Dean Instructional Services
College of Alameda, Alameda, CA 94501
Ms. Judith Valles, Administrative Dean Academic Affairs
San Bernardino Valley College, San Bernardino, CA 92410
Mr. Clarence Tauzer, Vice President for Academic Affairs
Santa Rosa Junior College, Santa Rosa, CA 95401
Mr. James R. Gayle, Vice President for Instruction
Moorpark College, Moorpark, CA 93021
Dr. Annette Lambson, Dean of Instruction
Yuba College, Marysville, CA 95901
Dr. Ralph A. Duncan, Acting Dean of Instruction
Front Range Community College, Westminster, CO 80030-2199
Dr. Peter M. Moanfeldt, Dean of Instruction
Greater New Haven State Technical College, North Haven, CT 06473
Mr. Edwin Rabinowitz, Dean of Instruction
Thames Valley State Technical College, Norwich, CT 06360
Dr. Lewis L. Atkinson, Dean of Instruction
Delaware Technical & Community College, Dover, DE 19901
Dr. Charles G. Caldwell, Dean Dir Admissions/Registrar
Florida College,

Columbia-Greene Community College, Hudson, NY 12534
Dr. Mary Louise Vanwinckle, Dean of Academic Affairs
Dutchess Community College, Poughkeepsie, NY 12601
Dr. Marco J. Silvestri, Vice President for Administration
Hudson Valley Community College, Troy, NY 12180
Dr. Frank J. Millgan, Vice President for Academic Affairs
Monroe Community College, Rochester, NY 14623
Dr. Helen M. Ethrington, Acting Vice President Academic Services
Onondaga Community College, Syracuse, NY 13215
Dr. William R. Dodge, Vice President for Instruction
Rockland Community College, Suffern, NY 10901
Dr. Gabriel J. Basil, Dean of Academic Affairs
Schenectady County Community College,
Mr. John J. Saal, Academic Vice President
Suffolk County Community College, Selden, NY 11784
Dr. Donald Katt, Acting Dean of Instruction
Ulster County Community College,
Dr. Olin R. Wood, Vice President Instructional Services
Asheville Buncombe Technical College, Asheville, NC 28801
Dr. Phyllis P. Vogel, Dean of Instruction
Coastal Carolina Community College, Jacksonville, NC 28540-6877
Dr. Dillard L. Morrow, Senior Vice President
Isothermal Community College, Spindale, NC 28160-0804
Dr. Edward B. Bright, Dean of Instruction
Pitt Community College, Greenville, NC 27834
Dr. Vaud A. Travis, Dean of Instruction
Sandhills Community College, Carthage, NC 28327
Mr. Richard N. Greene, Dean of Curriculum
Western Piedmont Community College, Morganton, NC 28655-9978
Ms. Louise E. Dauphinais, Academic Dean
Turtle Mountain Community College, Belcourt, ND 58316-0340
Mr. Albert A. Salerno, Vice President/Dean of Instruction
Clark Technical College, Springfield, OH 45505
Dr. K. D. Edwards, Vice President of Instruction
Hocking Technical College, Nelsonville, OH 45764-9704
Dr. Walter H. Edling, Dean of Instruction
Lorain County Community College, Elyria, OH 44035
Dr. Peggy Bensman, Vice President Academic Affairs
Owens Technical College, Toledo, OH 43699
Dr. Ronald D. Garner, Vice President Instructional Services
El Reno Junior College, El Reno, OK 73036
Dr. Bruce B. Owen, Vice President for Instructional Affairs
Oklahoma City Community College, Oklahoma City, OK 73159
Dr. Gerard I. Berger, Vice President Academic Services
Chemeketa Community College, Salem, OR 97309-5008
Dr. Betty Pritchett, Dean Community Arts
Mount Hood Community College, Gresham, OR 97030
Dr. John R. Rulifson, Dean of Instruction
Southwestern Oregon Community College,
Mr. Glenn L. Hall, Dean of Academic Affairs
Bucks County Community College, Newton, PA 18940
Dr. William Haggett, Vice President Institutional Advancement
Community College of Philadelphia, Philadelphia, PA 19130

Mrs. Judith M. Leonard, Dean of Instruction
Becker Junior College-Leicester, Leicester, MA 01524
Mr. Harry L. Kreshpane, Dean of Academic Affairs
Dean Junior College, Franklin, MA 02038
Dr. Bryan Blanchard, Dean of Academic Affairs
Greenfield Community College, Greenfield, MA 01301
Dr. Richard S. Offenberg, Vice President Academic Affairs
Newbury College, Brookline, MA 02146
Dr. Paul L. Ryan, Dean of the College
Worcester Junior College, Worcester, MA 01610
Dr. Terry A. Cline, Vice President Instruction
Delta College,
Dr. Richard C. Hespen, Dean of Academic Education
Henry Ford Community College, Dearborn, MI 48128
Mr. Ronald G. Verch, Vice President for Instruction
Mid Michigan Community College, Harrison, MI 48625-9447
Ms. Cynthia A. Rourke, Director of Learning Resources
St. Clair County Community College, Port Huron, MI 48060
Mr. Norman S. Holte, Acting Dean of Instruction
Bethany Lutheran College, Mankato, MN 56001
Mr. Donald K. Harkcom, Dean of Instruction
Anoka-Ramsey Community College, Coion Rapids, MN 55433
Dr. Mary Broderick, Academic Dean
Saint Mary's Junior College, Minneapolis, MN 55454

University of Minnesota Technical College,
Dr. Barry L. Mellinger, Vice President Instructional Affairs
Mississippi Gulf Coast Junior College,
Dr. Thomas A. Lane, Academic Dean
Cottey College, Nevada, MO 64772-1000
Dr. John F. Henson, Dean of Instruction
Longview Community College, Lee's Summit, MO 64063
Dr. Betty J. Duvall, Dean of Instruction
St. Louis Community College , St. Louis, MO 63135
Mr. Gerald Slater, Academic Vice President
Salish Kootenai Community College, Pablo, MT 59855

Southeast Community College Area, Lincoln, NE 68520
Dr. Alan Balboni, Dean of Educational Services
Clark County Community College, North Las Vegas, NV 89030
Dr. Judith Kodroff, Vice President Academic Affairs
Burlington County College, Pemberton, NJ 08068
Dr. Luene Corwin, Dean of Academic Affairs
Mercer County Community College, Trenton, NJ 08690
Mr. Thomas L. Green, Executive Dean Academic
Somerset County College, Somerville, NJ 08876-1265
Dr. Robert G. Bell, Dean Instruction Student Development
Eastern New Mexico University-Roswell, Roswell, NM 88201
Dr. Charles E. Gotsch, Dean of the College
Adirondack Community College,
Dr. Robert Messina, Vice President Academic Affairs
Broome Community College, Binghamton, NY 13902
Dr. Cyril Price, Acting Dean of Faculty
City University of New York Hostos Community College, Bronx, NY 10451

Dr. Piedad F. Robertson, Vice President for Education
Miami-Dade Community College, Miami, FL 33176
Dr. Heijia L. Wheeler, Dean for Instruction
Santa Fe Community College, Gainesville, FL 32606
Dr. Perry R. Adams, Dean of Instruction
Tallahassee Community College, Tallahassee, FL 32301-8170
Dr. Walter G. Jones, Academic Dean
Atlanta Junior College, Atlanta, GA 30310
Dr. Wesley C. Walraven, Dean
Floyd Junior College, Rome, GA 30163-1801
Dr. Fretwell G. Crider, Dean of Administration
Middle Georgia College,
Dr. Mary F. Estes, Academic Dean
Waycross Junior College, Waycross, GA 31501
Mr. David Kuwate, Dean of Instruction
University of Hawaii Kauai Community College, Lihue, HI 96766-9591
Dr. Richard W. Wood, Executive Dean of Instruction
College of Du Page, Glen Ellyn, IL 60137
Dr. Jonathan M. Astroth, Dean of Instructional Services
John Wood Community College, Quincy, IL 62301-1498
Dr. John J. Adelmann, Dean of Instruction
Mc Henry County College, Crystal Lake, IL 60014
Dr. Margaret B. Lee, Vice President Curriculum/Instruction
Oakton Community College, Des Plaines, IL 60016
Dr. Donald Foster, Dean of Instruction
Sauk Valley College, Dixon, IL 61021
Dr. Ernest Leach, Vice President/Academic Affairs
Triton College, River Grove, IL 60171
Mr. Loren Hall, Director of Education
Clark College, Indianapolis, IN 46202
Dr. John P. Schmeling, Vice President/Instructional Services
Vincennes University, Vincennes, IN 47591-9986
Dr. Adelbert J. Purga, Dean of Instruction
Scott Community College, Bettendorf, IA 52722
Dr. James Arneson, Director, Peosta Campus
Northeast Iowa Technical Institute, Calmar, IA 52132
Dr. Hugh Haire, Dean of Instruction
Allen County Community College, Iola, KS 66749
Dr. Laura M. Meeks, Dean of Instruction/Vocational Education
Fort Scott Community College, Fort Scott, KS 66701
Dr. H. Lynn Cundiff, Dean of Instruction
Pratt Community College, Pratt, KS 67124
Dr. Robert Rushing, Dean of the School
Draughon's Junior College of Business, Paducah, KY 42001
Dr. Dale Taylor, Executive Vice President
Owensboro Junior College of Business, Owensboro, KY 42302
Dr. James V. Hennessy, Associate Director/Academic Affairs
Paducah Community College, Paducah, KY 42001
Dr. Donald O. Rogers, Dean of Academic Affairs & Services
Louisiana State University at Eunice, Eunice, LA 70535
Dr. Brenda J. Casey, Vice President/Academic Affairs
Andover College, Portland, ME 04103
Mr. Talmage Sexton, kDean of Administrative Services
Charles County Community College, La Plata, MD 20646

Dr. Bernard M. Solon, Vice President Academic Affairs
Harrisburg Area Community College, Harrisburg, PA 17110-2999
Dr. Byron E. Meyers, Dean of Academic Services
Luzerne County Community College, Nanticoke, PA 18634
Dr. Robert Mundhenk, Vice President Academic Affairs
Northampton County Area Community College, Bethlehem, PA 18017
Dr. Robert A. Silvestre, Vice President Academic Affairs
Community College of Rhode Island, Warwick, RI 02886
Dr. Maurice R. Duperre, Vice President Academic Affairs
Midlands Technical College, Columbia, SC 29202
Dr. Herbert J. Robinson, Dean of the College
Chattanooga State Technical College, Chattanooga, TN 37406
Dr. Exalton A. Delco, Jr., Vice President Academic Affairs
Austin Community College, Austin, TX 78768
Dr. Jesse Jones, Vice President of Instruction
Richland College, Dallas, TX 75243-2199
Dr. James F. Harding, Vice President of Instruction
Houston Community College, Houston, TX 77270-7849
Dr. Joe A. McMillian, Dean of Instruction
North Harris County College District, Houston, TX 77060
Dr. Luther Bud Joyner, Vice President Academic Affairs
South Plains College,
Dr. Raymond Van Cleef, Vice President of Education
Tyler Junior College, Tyler, TX 75711-9020
Dr. Peter A. Nyberg, Vice President Instructional Services
Dixie College,
Dr. Max L. Bassett, Dean Academic Services
Northern Virginia Community College, Annandale, VA 22003
Dr. R. Edmund Dolan, Dean of Instructional Services
Bellevue Community College, Bellevue, WA 98009-2037
Dr. Robert W. McFarland, Dean of Instruction
Highline Community College,
Dr. George H. Douglas, Executive Vice President
Shoreline Community College, Seattle, WA 98133
Mr. David R. Perkins, Vice President Instruction
West Virginia Northern Community College, Wheeling, WV 26003
Dr. David Kathka, Vice President Academic Affairs
Western Wyoming Community College, Rock Springs, WY 82901-0428

APPENDIX B

COVER LETTER AND QUESTIONNAIRE

April 25, 1986

<title2> <first2> <last2>
<position 2>
<college>
<address>

Dear <title> <last>:

Like many colleges, Lakeland has recently adopted an early retirement program for its faculty that will result in a significant number of new faulty hires over the next five years. Assuming that other two-year colleges are facing a similar task, we are interEsted in finding out what qualifications and standards other colleges will use in hiring replacement faculty.

Please complete the enclosed brief survey form and return it by May 15. If you would like a copy of the completed survey, send be a note under separate cover in order to preserve institutional confidentiality.

Sincerely,

Daniel D. Savage, Special Assistant
to the President

DDS/ck

SURVEY OF FULL-TIME FACULTY SELECTION
TWO-YEAR COLLEGES

Please complete the brief survey below and return it using the enclosed stamped envelope by May 15, 1986. Your assistance is appreciated.

Send to: Dan Savage
Lakeland Community College
Mentor, OH 44060

1. Please list below your minimum qualifications for the following full-time faculty positions:

LEGEND

Education: 1-doctoral degree
2-masters degree
3-bachelors degree
4-other

Teaching Experience: 1-high school teaching
2-college teaching
3-community college teaching
4-no teaching necessary

Research Experience: 1-no publications/research necessary
2-some evidence of publications/research
3-extensive evidence of publications/research

FACULTY POSITION IN:	Education	Teaching	Research
a) English	_____	_____	_____
b) Science/Math	_____	_____	_____
c) Social Science	_____	_____	_____
d) Business Administration	_____	_____	_____
e) Nursing	_____	_____	_____
f) Engineering Technology	_____	_____	_____
g) Data Processing	_____	_____	_____

—over, please—

2. Please list below your desired qualifications for the following full-time faculty positions:

[Use legend on reverse page]

FACULTY POSITION IN:	Education	Teaching	Research
a) English			
b) Science/Math			
c) Social Science			
d) Business Administration			
e) Nursing			
f) Engineering Technology			
g) Data Processing			

3. Please rate in a scale of 1 to 10 (1 representing "not important" and 10 representing "very important") the following educational and vocational experiences for the two principal groups of faculty: technical and pre-baccalaureate (transfer).

Education	Technical/ Vocational	Transfer/ General
a) Bachelors in discipline		
b) Masters in discipline		
c) Publications in discipline		
d) College teaching experience		
e) Earned doctorate		
f) Evidence of student orientation		
g) Community college experience		
h) High school teaching experience		
i) Willingness to work on committees		
j) other		
_____		

Thanks once again for your participation.

ERIC Clearinghouse for Junior Colleges
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